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GOVERNOR

STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING



THOMAS D. WATKINS, JR.  
SUPERINTENDENT OF  
PUBLIC INSTRUCTION

October 16, 2002

**MEMORANDUM**

**TO:** State Board of Education

**FROM:** Thomas D. Watkins, Jr., Chairman

**SUBJECT:** Approval of Revisions to the Entry-Level Standards for Michigan Teachers

Entry-Level Standards for Michigan Teachers (ELSMT) were developed under the guidance of the Professional Standards Commission for Teachers (PSCT) and were adopted by the State Board of Education (SBE) in August 1993. These standards were modeled after entry-level teaching standards adopted by the Interstate New Teacher Assessment and Support Consortium (INTASC). In 1998, based on work of a pre-service technology referent committee, a seventh standard was added as an amendment to the original six. This was done to assure Michigan school districts that new teachers will have essential skills in the area of technology. The seventh standard was aligned with the technology standards for all teachers as developed by the International Society for Technology in Education (ISTE).

In 2000-2001, ISTE updated its standards and published new National Educational Technology Standards (NETS) for Teachers. This resulted in the creation of a second referent committee to update the seventh entry-level standard. This referent committee of stakeholders, including representatives of relevant educational organizations, teacher preparation institutions, and members of the Michigan Department of Education (MDE), worked to update the seventh standard and related indicators of achievement, which are used by teacher preparation institutions to assess the pedagogical skills and knowledge of teacher candidates. This assessment of pedagogy is monitored through the Periodic Review/Program Evaluation process.

Following the creation of the SBE "Embracing the Information Age" Task Force, the work of the referent committee was forwarded for consideration. The Task Force also used the ISTE NETS standards as a base for revision of the seventh standard of the ELSMT. The referent committee's proposal was revised to ensure consistency, uniformity, and coherency with the recommendations of the Task Force.

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In addition to this work on the seventh standard, and to ensure alignment with the Michigan Curriculum Framework, the PSCT recommended other changes to the ELSMT Standards 1, 2, 3, and 4. Those recommendations, together with the "Embracing the Information Age" Task Force report for Standard 7, were presented to the SBE in May 2002. The Board asked that the proposal be sent out for public comment, in accordance with standard procedures for the review of proposed teacher preparation standards.

Following the advice of the State Board, feedback was requested from relevant professional associations, all teacher preparation institutions, and a random sample of local and intermediate school districts. Responses were reviewed by a committee composed of four from the ad-hoc technology committee and seven from the Professional Standards Commission for Teachers. The attached documents contain the new proposal for the ELSMT reflecting the response to the feedback received.

Proposed changes to the ELSMT are shown as Attachment 1. The revised Criteria for an Assessment of Pedagogy document is included as Attachment 2. These documents indicate changes to the most recent documents approved by the Board in 1998. Additional information regarding the standards development and review process is provided as Attachment 3.

The ELSMT are used by Michigan teacher preparation institutions to design programs to prepare teachers with the knowledge and skills they need to be able to meet the curricular and pedagogical needs of K-12 students. An institution's response to these standards is reviewed during the Periodic Review/Program Evaluation process. If the revised ELSMT document is adopted, it is proposed that it be disseminated to teacher preparation institutions for ongoing use in the design, development, and implementation of teacher preparation programs.

It is recommended that the State Board of Education:

1. approve revised Entry-Level Standards for Michigan Teachers, as Attachment 1 to the Superintendent's memorandum dated October 16, 2002;
2. approve revised Criteria for an Assessment of Pedagogy, as Attachment 2 to the Superintendent's memorandum dated October 16, 2002; and
3. direct the Superintendent of Public Instruction to disseminate the revised Entry-Level Standards for Michigan Teachers and Criteria for an Assessment of Pedagogy documents to approved teacher preparation institutions and other interested parties, as described in the Superintendent's memorandum dated October 16, 2002.

## **Entry-Level Standards for Michigan Teachers and Related Proficiencies**

Upon completion of an approved teacher preparation program in Michigan, a person recommended for the Michigan Provisional Certificate should have:

- 1. An understanding and appreciation of the liberal arts (the humanities, the social sciences, the mathematical and natural sciences, and the arts):**
  - a. The abilities and skills necessary for effective communication (listening, speaking, writing, and reading, AND VISUALLY REPRESENTING);
  - b. A knowledge and appreciation of free inquiry in the humanities, the social sciences, the mathematical and natural sciences, and the VISUAL AND PERFORMING arts;
  - c. A knowledge of the interdependence of the liberal arts and the ability to integrate knowledge from the liberal arts to analyze, and synthesize, AND REFLECT UPON ideas, information, and data;
  - d. The ability to discuss and debate the value of education in a free and pluralistic society, particularly the role of intellectual and ethical values;
  - e. An understanding of global and international perspectives;
  - f. An understanding of and respect for individual differences, including those of culture, race, gender, religion, and ethnicity, as well as humankind's shared heritage and environment;
  - g. An ability to understand and respect varying points in view and the influence of one's own and others' ethics and values;
  - h. An understanding of the impact of technology and its use for gathering and communicating ideas and information;
  - i. An understanding of the Constitutions and histories of the United States and Michigan;
  - j. An understanding of the market system for allocating resources;
  - k. An understanding of and respect for the role of the individual in a free society, including the importance of individual responsibility and respect for individual rights and values; and

1. An understanding of the similarities within our culture and their importance to the fabric of American society.
2. **A commitment to student learning and achievement, including the understanding and ability to:**
  - a. Apply knowledge of human growth, development, and learning theory;
  - b. Expand cognitive, affective, physical, and social capacities of students for the development of the "whole person;"
  - c. Discern the extent to which personal belief systems and values may affect the instructional process, e.g., love of learning; the belief that all students can learn; the belief that all students should be treated equitably; the role of expectations in affecting achievement;
  - d. Demonstrate appropriate classroom management and disciplinary techniques to ensure a safe and orderly environment which is conducive to learning;
  - e. Plan instruction to accommodate diversity, e.g., cultural, racial, and social diversity;
  - f. Plan instruction to accommodate various backgrounds of students;
  - g. Use multiple approaches to appropriately assess student abilities and needs to plan instruction;
  - h. Create inclusionary environments for students with exceptional needs and abilities; and
  - i. Use various kinds of literacy to promote access to knowledge, e.g., numeracy, graphics, printed text, computers, ARTISTIC EXPRESSION, and electronic media.
3. **Knowledge of subject matter and pedagogy, including the understanding and ability to:**
  - a. Create learning environments that promote critical and higher order thinking SKILLS, FOSTER THE ACQUISITION OF DEEP KNOWLEDGE, AND ALLOW FOR SUBSTANTIVE CONVERSATION WITH THE TEACHER AND/OR PEERS ABOUT SUBJECT MATTER;
  - b. Help students access and use information, technology, and other resources to become independent learners and problem solvers;
  - c. Use high expectations for optimal achievement to foster excellence in all students;
  - d. Practice teaching as both an art and a science;

- e. Integrate and transfer knowledge across subject areas and encourage the same among students;
  - f. Engage students in practical activities that demonstrate the relevance, purpose, and function of subject matter TO MAKE CONNECTIONS TO THE WORLD BEYOND THE CLASSROOM; and
  - g. Access and use updated information and procedures.
- 4. The ability to manage and monitor student learning, BASED ON BEST PRACTICE, including the understanding and ability to:**
- a. Plan and use different cognitive, affective, and psychomotor strategies to maximize learning and to accommodate differences in the backgrounds, learning styles, DISABILITIES, aptitudes, interests, levels of maturity, and achievement of students;
  - b. Use a variety of teaching methodologies and techniques, e.g., lectures, demonstrations, group discussions, cooperative learning, small-group activities, and how to assess one's effectiveness in utilizing them;
  - c. Involve and work effectively with all support personnel to maximize opportunities for student achievement and success;
  - d. Involve and work effectively with parents and/or guardians to maximize opportunities for student achievement and success;
  - e. Differentiate between assessment and evaluation procedures and use appropriate procedures; and
  - f. Define and accept the legal and ethical responsibilities of teaching, e.g., student retention, corporal punishment, truancy, child abuse, managing conflict, first aid, least restrictive environment, health, and communicable disease.
- 5. The ability to systematically organize teaching practices and learn from experiences, including the understanding and ability to:**
- a. Identify and use current research in both the subject field and in other areas of practice in the profession;
  - b. Exercise good judgment in planning and managing time and other resources to attain goals and objectives;
  - c. Maximize the use of instructional time by engaging students in meaningful learning experiences;

- d. Demonstrate an understanding of the economic, social, political, legal, and organizational foundations and functions of schools;
  - e. Accept teaching as a lifelong learning process and continue efforts to develop and improve;
  - f. Interact successfully with other teachers, parents, students, administrators, counselors, and other support personnel to benefit students and to advance one's own professional development;
  - g. Discuss and debate the evolution of education and the teacher's role in a changing society; and
  - h. Engage in meaningful self-evaluation and reflect on the professional practice of colleagues.
- 6. Commitment and willingness to participate in learning communities, including the understanding and ability to:**
- a. Use community and home resources to enhance school programs;
  - b. Design learning activities that involve representatives of volunteer groups, civic and social organizations, and public services agencies;
  - c. Demonstrate knowledge of the various communities in which the teacher is a member, including the professional community and local, state, national, and international communities;
  - d. Involve professional educators, support personnel, and other stakeholders in collaborative and cooperative planning, decision-making and implementation, to improve educational systems at all levels; and
  - e. Interact with parents to maximize the learning of students at school, home, and in the local community.
- 7. An ability to use informational INFORMATION AGE LEARNING AND technology OPERATIONS AND CONCEPTS to enhance learning and to enhance personal and professional PERSONAL/PROFESSIONAL productivity-, INCLUDING THE UNDERSTANDING AND ABILITY TO:**
- a. ~~Design, develop, and implement student learning activities that integrate information technology for a variety of student grouping strategies and diverse student populations~~  
**DEMONSTRATE AN UNDERSTANDING OF, AND CONTINUED GROWTH IN, INFORMATION AGE LEARNING AND TECHNOLOGY OPERATIONS AND CONCEPTS;**

- b. ~~Identify and apply resources for staying current in applications of information technology in education~~ PLAN AND DESIGN EFFECTIVE TECHNOLOGY-ENHANCED LEARNING ENVIRONMENTS AND EXPERIENCES ALIGNED WITH THE STATE BOARD'S POLICY ON LERING EXPECTATIONS FOR MICHIGAN STUDENTS AND THE MICHIGAN CURRICULUM FRAMEWORK FOR ALL STUDENTS;
- c. ~~Demonstrate knowledge of uses of multi-media, hyper-media, telecommunications, and distance learning to support teaching/learning~~ IMPLEMENT CURRICULUM PLANS THAT INCLUDE TECHNOLOGY-ENHANCED METHODS AND STRATEGIES TO MAXIMIZE STUDENT LEARNING;
- d. ~~Demonstrate knowledge about instructional management resources that assist in such activities as writing and updating curriculum; creating lesson plans and tests; and promoting, reinforcing, and organizing data regarding student performance~~ APPLY TECHNOLOGY TO FACILITATE A VARIETY OF EFFECTIVE ASSESSMENT AND EVALUATION STRATEGIES;
- e. ~~Use information technologies to support problem solving, data collection, information management, communications, presentations, and decision-making including word processing, database management, spreadsheets, and graphic utilities~~ USE TECHNOLOGY TO ENHANCE PROFESSIONAL DEVELOPMENT, PRACTICE, AND PRODUCTIVITY; AND
- f. ~~Demonstrate knowledge of equitable, ethical, legal, social, physical, and psychological issues concerning use of information technology; and~~ UNDERSTAND THE EQUITY, ETHICAL, LEGAL, SOCIAL, PHYSICAL, AND PSYCHOLOGICAL ISSUES SURROUNDING THE USE OF TECHNOLOGY IN P-12 SCHOOLS AND APPLY THAT UNDERSTANDING IN PRACTICE.
- g. ~~Use information technology to enhance continuing professional development as an educator.~~

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Note: Text that is struck indicates proposed deletions from entry-level standards approved by the State Board of Education in July 1998. Text in capital letters indicates proposed additions to the entry-level standards.

### Criteria for an Assessment of Pedagogy\*

Based on the State Board of Education Entry-Level Standards for Michigan Teachers,  
as approved by the State Board of Education initially in August 1993, revised in July 1998,  
and with revisions proposed in October 2002

\* **Definition:** According to Webster's New World Dictionary, Third College Edition, Simon & Schuster, Inc., 1994, pedagogy is defined as:  
1) the profession or function of a teacher; teaching, and 2) the art or science of teaching; esp., instruction in teaching methods.

#### Description of Achievement Levels:

0	(pre-preparation)	No awareness or exposure	3	(proficient)	Consistent, appropriate application, solid performance
1	(awareness)	The ability to describe, not yet applied	4	(advanced)	Super performance, consistently applied at all appropriate times
2	(basic)	Minimal achievement, appropriate to situations			

\*\* Denotes sub-areas (in the Level of Proficiency column) that are not recommended as appropriate to the assessment of pedagogy.

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
	<u>UPON COMPLETION OF AN APPROVED TEACHER PREPARATION PROGRAM IN MICHIGAN, A PERSON RECOMMENDED FOR THE MICHIGAN PROVISIONAL CERTIFICATE SHOULD HAVE:</u>		
1.	An understanding and appreciation of the liberal arts (the humanities, the social sciences, the mathematical and natural sciences, and the arts):		

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
1.a.	The abilities and skills necessary for effective communication (listening, speaking, <del>writing, and reading</del> <u>VIEWING, READING, AND WRITING</u> ;) )	3	Communicates in a clear and effective manner. Models effective communication for students. Uses correct language and grammar. Demonstrates effective listening skills. Demonstrates effective speaking skills. <u>DEMONSTRATES EFFECTIVE VIEWING SKILLS.</u> Demonstrates effective reading skills. Demonstrates effective writing skills. Communicates thoughtfully.
1.b.	A knowledge and appreciation of free inquiry in the humanities, the social sciences, the mathematical and natural sciences, and the <u>VISUAL AND PERFORMING</u> arts;	2	Demonstrates knowledge and interests in a variety of <del>stated</del> areas. Demonstrates a respect for <del>individuals and organizations participating in</del> free inquiry.
1.c.	A knowledge of the interdependence of the liberal arts and the ability to integrate knowledge from the liberal arts to analyze, <del>and synthesize</del> , <u>AND REFLECT UPON</u> ideas, information, and data;	2	Demonstrates the inter-relatedness of knowledge beyond defined content areas. Uses liberal arts knowledge in planning instruction. Uses critical thinking skills.

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
1.d.	The ability to discuss and debate the value of education in a free and pluralistic society, particularly the role of intellectual and ethical values;	**	<del>(Content should be assessed and measured elsewhere.)</del>
1.e.	An understanding of global and international perspectives;	2	<p>Encourages students to view content from the perspective of the impact of activities in their community (classroom, school, city, state, country) on other communities beyond the United States.</p> <p>Discusses the impact of educational experiences beyond the United States.</p> <p>Demonstrates involvement in organizations or activities which address global and international concerns.</p> <p>Responds appropriately to inquiries that demonstrate understanding of global impact.</p> <p>Demonstrates knowledge of international current events.</p>
1.f.	An understanding of and respect for individual differences, including those of culture, race, gender, religion, and ethnicity, as well as humankind's shared heritage and environment;	3	<p>Maintains a professional and respectful approach to individual differences in:</p> <ul style="list-style-type: none"> <li>• <u>CULTURE</u></li> <li>• race</li> <li>• gender</li> <li>• religion</li> <li>• ethnicity</li> <li>• heritage</li> <li>• environment</li> </ul> <p>Maintains a professional and respectful approach to humankind's shared heritage and environment.</p>

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
1.g.	An ability to understand and respect varying points of view and the influence of one's own and others' ethics and values;	3	<p><del>Demonstrates an understanding of the impact of one's own ethics, values, and points of view on his/her professional practice.</del></p> <p><del>Demonstrates an understanding of the impact of others' ethics, values, and points of view on his/her professional practice.</del></p> <p><del>Demonstrates an understanding of the impact of one's own ethics, values, and points of view on others.</del></p> <p><del>Demonstrates an understanding of the impact of others' ethics, values, and points of view on others.</del></p> <p>Demonstrates respect for the ethics, values, and points of view of:</p> <ul style="list-style-type: none"> <li>• students</li> <li>• parents</li> <li>• administrators</li> <li>• other individuals and groups</li> </ul> <p>Demonstrates an understanding of the right of others to hold and express varying values and points of view.</p> <p>Maintains a respectful, ethical, and professional demeanor.</p>
<del>1.h.</del>	<del>An understanding of the impact of technology and its use for gathering and communicating ideas and information;</del>	<del>3</del>	<p><del>Utilizes various technologies to gather information.</del></p> <p><del>Utilizes various technologies to share and analyze information.</del></p> <p><del>Uses technology as a component of instruction.</del></p> <p><del>Is able to describe the use of technology and its impact on their role as an educator.</del></p>
<del>1.i</del> 1.h.	An understanding of the Constitutions and histories of the United States and Michigan;	**	(Content should be assessed and measured elsewhere.)

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
1-j. 1.i.	An understanding of the market system for allocating resources;	**	<del>(Content should be assessed and measured elsewhere.)</del>
1-k. 1.j.	An understanding of and respect for the role of the individual in a free society, including the importance of individual responsibility and respect for individual rights and values;	3	Models an attitude of individual responsibility in a free society. Encourages individuals to exercise rights and assume responsibilities reflective of a free society. Designs instruction that encourages individual responsibility.
1-l. 1.k.	An understanding of the similarities within our culture and their importance to the fabric of American society.	3	Maintains a professional and respectful approach to similarities in: <ul style="list-style-type: none"> <li>• culture</li> <li>• race</li> <li>• gender</li> <li>• religion</li> <li>• ethnicity</li> <li>• heritage</li> <li>• environment</li> </ul> Instruction emphasizes the importance of shared heritage to the fabric of American society.
2.	A commitment to student learning and achievement, including the understanding and ability to:		

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
2.a.	Apply knowledge of human growth, development, and learning theory;	2	<p>Plans developmentally appropriate instruction.</p> <p>Provides instruction which is developmentally appropriate.</p> <p>Uses communication that is developmentally appropriate for the students.</p> <p>Uses learning theory to maximize instruction.</p> <p>Applies knowledge of learning theory when developing instruction.</p> <p>Defends choice of instructional activities and assessment based on learning theories and research on teaching.</p>
2.b.	Expand cognitive, affective, physical, and social capacities of students for the development of the "whole person;"	2	<p>Uses a variety of activities that encourages development of the whole person.</p> <p>Models metacognitive processes of learning for student.</p>
2.c.	Discern the extent to which personal belief systems and values may affect the instructional process, e.g., love of learning; the belief that all students can learn; the belief that all students should be treated equitably; the role of expectations in affecting achievement;	2	<p>Discusses the role of expectations in student achievement.</p> <p>Demonstrates instructional behavior that supports the connection between teacher expectations and student performance.</p> <p>Discusses the impact of one's personal belief system and values upon instruction.</p> <p>Provides a rationale for instructional or management behavior consistent with the teacher's personal belief system.</p>

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
2.d.	Demonstrate appropriate classroom management and disciplinary techniques to ensure a safe and orderly environment which is conducive to learning;	2	<p>Maintains an appropriate and safe learning environment.</p> <p>Handles unexpected events in a professional manner.</p> <p>Describes a continuum of discipline techniques.</p> <p>Demonstrates knowledge/use of appropriate discipline.</p> <p>Describes for the students behavioral expectations appropriate to the situation.</p> <p>Demonstrates skill to encourage appropriate student behavior.</p> <p>Models appropriate behavior.</p> <p>Anticipates and takes action to avoid potential hazards in all environments.</p>
2.e.	Plan instruction to accommodate diversity, e.g., cultural, racial, and social diversity;	3	<p>Identifies components of diversity evident in the community.</p> <p>Develops plans and instruction to accommodate:</p> <ul style="list-style-type: none"> <li>• culture</li> <li>• race</li> <li>• social diversity</li> <li>• home environment</li> <li>• other differences</li> </ul> <p>Demonstrates an understanding of the value of diversity.</p>
2.f.	Plan instruction to accommodate various backgrounds of students;	2	<p>Continually assesses students' prior knowledge and experience as a component of instruction.</p> <p>Develops plans and instruction that accommodate varying backgrounds.</p>
2.g.	Use multiple approaches to appropriately assess student abilities and needs to plan instruction;	2	<p>Uses variety of assessment techniques in planning for instruction.</p>

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
2.h.	Create inclusionary environments for students with exceptional needs and abilities;	2	Recognizes and assesses exceptional needs and abilities. Develops instructional plans that create an inclusionary environment. Implements instructional plans that create an inclusionary environment.
2.i.	Use various kinds of literacy to promote access to knowledge, e.g., numeracy, graphics, printed text, computers, <u>ARTISTIC EXPRESSION</u> , and electronic media.	2	Uses numeracy, graphics, printed text, computers, <u>ARTISTIC EXPRESSION</u> , electronic media, manipulatives, etc. appropriately in instruction.
3.	<b>Knowledge of subject matter and pedagogy, including the understanding and ability to:</b>		
3.a.	Create learning environments that promote critical and higher order thinking <u>SKILLS, FOSTER THE ACQUISITION OF DEEP KNOWLEDGE, AND ALLOW FOR SUBSTANTIVE CONVERSATION WITH THE TEACHER AND/OR PEERS ABOUT SUBJECT MATTER;</u>	2	Uses a variety of techniques and manipulatives to promote higher order thinking.
3.b.	Help students access and use information, technology, and other resources to become independent learners and problem solvers;	3	Creates opportunities for students to access and use a variety of sources of information including computers and other technology. Create opportunities for students to use information to construct knowledge.

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
3.c.	Use high expectations for optimal achievement to foster excellence in all students;	3	Challenges students to reach higher levels of achievement.
3.d.	Practice teaching as both an art and a science;	2	Engages students through appropriate and creative activities. Employs instructional techniques that are supported by current research.
3.e.	Integrate and transfer knowledge across subject areas and encourage the same among students;	2	Plans and instructs in ways that integrate knowledge from various disciplines.
3.f.	Engage students in practical activities that demonstrate the relevance, purpose, and function of subject matter <u>TO MAKE CONNECTIONS TO THE WORLD BEYOND THE CLASSROOM;</u>	3	Plans and instructs in ways that make evident to students the relevance of content. Provides engaging activities that connect content to relevant experiences outside the classroom.
3.g.	Access and use updated information and procedures.	3	Seeks and uses updated information and procedures. Evaluates educational materials for appropriateness. Selects appropriate educational materials. Demonstrates knowledge of local, state, and national standards for content areas. Participates in professional activities <u>TO ACCESS AND USE UPDATED INFORMATION AND PROCEDURES THROUGH:</u> <ul style="list-style-type: none"> <li>• Membership in professional organizations</li> <li>• Reading professional journals</li> <li>• Attendance at professional activities (conferences, workshops, inservices, etc.)</li> <li>• <del>Uses appropriate criteria to evaluate educational materials</del></li> </ul>

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
4.	<b>The ability to manage and monitor student learning, <u>BASED ON BEST PRACTICE</u>, including the understanding and ability to:</b>		
4.a.	Plan and use <del>different</del> cognitive, affective, and psychomotor strategies to maximize learning and to accommodate differences in the backgrounds, learning styles, <u>DISABILITIES</u> , aptitudes, interests, levels of maturity, and achievement of students;	2	Uses a variety of strategies to maximize learning for each student.
4.b.	Use <u>AND ASSESS THE EFFECTIVENESS OF</u> a variety of teaching methodologies and techniques, e.g., lectures, demonstrations, group discussions, cooperative learning, small-group activities <del>and how to assess one's effectiveness in utilizing them;</del>	3	Plans, uses, and evaluates a variety of teaching methodologies and techniques.
4.c.	Involve and work effectively with all support personnel to maximize opportunities for student achievement and success;	2	Uses appropriate resources and support personnel to enhance student achievement and success.
4.d.	Involve and work effectively with parents and/or guardians to maximize opportunities for student achievement and success;	2	Communicates and interacts with parents and/or guardians to enhance student achievement and success.

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
4.e.	Differentiate between assessment and evaluation procedures and use appropriate procedures;	2	Plans evaluation and assessment activities to support instruction. Utilizes multiple techniques appropriately for formative and summative evaluation purposes. Selects or creates appropriate means for assessment and evaluation. Correctly interprets results of measurements used for assessment and evaluation.
4.f.	Define and accept the legal and ethical responsibilities of teaching, e.g., student retention, corporal punishment, truancy, child abuse, managing conflict, first aid, least restrictive environment, health, and communicable diseases.	2	Demonstrates knowledge concerning the legal and ethical responsibilities of teaching. Seeks information concerning building policies. Demonstrates knowledge concerning building policies. Applies knowledge concerning building policies.
5.	<b>The ability to systematically organize teaching practices and learn from experiences, including the understanding and ability to:</b>		
5.a.	Identify and use current research in both the subject field and in other areas of practice in the profession;	2	Demonstrates in teaching, use of research gained from: <ul style="list-style-type: none"> <li>• attendance at conferences, seminars, workshops</li> <li>• use of professional literature</li> <li>• membership in professional organization(s)</li> <li>• use of local, state, national standards</li> </ul>

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
5.b.	Exercise good judgment in planning and managing time and other resources to attain goals and objectives;	2	Achieves goals and objectives by: <ul style="list-style-type: none"> <li>• allocating time appropriately</li> <li>• modifying lessons to meet student needs</li> <li>• using resources effectively</li> </ul>
5.c.	Maximize the use of instructional time by engaging students in meaningful learning experiences;	2	Manages lessons in the classroom to promote learning. Achieves appropriate pace and direction for instruction. Demonstrates ability to adapt lesson plans as needed. Makes use of time on task. Selects activities that actively involve students in the learning process.
5.d.	Demonstrate an understanding of the economic, social, political, legal, and organizational foundations and functions of schools;	1	Demonstrates an awareness of the interdependence between the school and community.
5.e.	Accept teaching as a lifelong learning process and continue efforts to develop and improve;	2	Identifies areas for growth. Develops short and long term goals. Develops plans for individual professional growth. Develops plans collaboratively for professional growth in the work setting.

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
5.f.	Interact successfully with other teachers, parents, students, administrators, counselors, and other support personnel to benefit students and to advance one's own professional development;	2	Establishes professional relationships on behalf of students. Utilizes school and community members as partners. Follows school/district protocol. Communicates effectively with parents. Identifies when assistance is needed. Seeks appropriate support and resources. Collaborates with others in the school setting.
5.g.	Discuss and debate the evolution of education and the teacher's role in a changing society;	**	<del>(Content should be assessed and measured elsewhere.)</del>
5.h.	Engage in meaningful self-evaluation and reflect on the professional practice of colleagues.	2	Identifies strengths and weaknesses of professional practice in others. Identifies strengths and weaknesses of professional practice in themselves. Makes appropriate adaptations to their own instruction, based upon reflection.
6.	<b>Commitment and willingness to participate in learning communities, including the understanding and ability to:</b>		
6.a.	Use community and home resources to enhance school programs;	2	Identifies community resources. Identifies skills and resources that families bring to the learning environment. Uses resources to enhance learning.
6.b.	Design learning activities that involve representatives of volunteer groups, civic and social organizations, and public service agencies;	1	Identifies community organizations as resources. Plans instructional activities which involve a representation of a community organization. Uses community service/organization activities as a component of instruction.

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
6.c.	Demonstrate knowledge of the various communities in which the teacher is a member, including the professional community, and local, state, national, and international communities;	1	Describes the role of teacher as a member of the following communities: <ul style="list-style-type: none"> <li>• professional</li> <li>• local</li> <li>• state</li> <li>• national</li> <li>• international</li> </ul>
6.d.	Involve professional educators, support personnel, and other stakeholders in collaborative and cooperative planning, decision-making, and implementation to improve educational systems at all levels;	2	Actively pursues collegial communication at all levels. Participates in discussions of educational/school/community groups. Participates in activities of educational/school/community groups. Participates in planning of school activities. Initiates involvement with faculty, department, school team or grade level groups, and other stakeholders.
6.e.	Interact with parents to maximize the learning of students at school, home, and in the local community.	2	Facilitates communication with families which augments student learning. Provides opportunities for families to assist with learning in the home, school, and community.
7.	An ability to use <del>informational</del> <u>INFORMATION AGE LEARNING AND technology OPERATIONS AND CONCEPTS to enhance personal and professional PERSONAL/ PROFESSIONAL productivity, INCLUDING THE UNDER-STANDING AND ABILITY TO:</u>		

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
7.a	<p>Design, develop, and implement student learning activities that integrate information technology for a variety of student grouping strategies and diverse student populations; <u>DEMONSTRATE AN UNDERSTANDING OF AND CONTINUED GROWTH IN INFORMATION AGE LEARNING AND TECHNOLOGY OPERATIONS AND CONCEPTS;</u></p>	3	<p><del>Prepares template documents for students utilizing a variety of application software and subject matter.</del></p> <p><del>Utilizes information technology to support various student grouping strategies.</del></p> <p><del>Utilizes information technology to support the inclusion of students with special needs.</del></p> <p><del>Designs lessons utilizing information technologies to meet specific instructional goals.</del></p> <p><u>DEMONSTRATES KNOWLEDGE, SKILLS, AND UNDERSTANDING OF CONCEPTS AND LEARNING RELATED TO INFORMATION AGE LEARNING PROCESSES AND TECHNIQUES AS DESCRIBED IN THE STATE BOARD'S TASK FORCE REPORT ON "EMBRACING THE INFORMATION AGE" (11/01) AND STATE AND NATIONAL STANDARDS FOR STUDENTS.</u></p> <p><u>DEMONSTRATES CONTINUAL GROWTH IN TECHNOLOGY KNOWLEDGE AND SKILLS TO STAY ABREAST OF CURRENT AND EMERGING TECHNOLOGIES.</u></p>

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
7.b.	<p><del>Identify and apply resources for staying current in applications of information technology in education</del> <u>PLAN AND DESIGN EFFECTIVE TECHNOLOGY-ENHANCED LEARNING ENVIRONMENTS AND EXPERIENCES ALIGNED WITH THE STATE BOARD'S POLICY ON LEARNING EXPECTATIONS FOR MICHIGAN STUDENTS AND THE MICHIGAN CURRICULUM FRAMEWORK FOR ALL STUDENTS;</u></p>	3	<p><del>Demonstrates awareness of assistive technology devices for students with special needs.</del></p> <p><del>Participates in an ongoing professional dialogue about instructional technologies via formal and informal means.</del></p> <p><del>Reads publications in print and non-print media.</del></p> <p><del>Locates and utilizes information from the Internet in the development of lesson plans.</del></p> <p><del>Participates in instructional technology conferences, workshops, and seminars.</del></p> <p><del>Identifies community resources for information technology including traditional (Regional Educational Media Centers, colleges and universities) and non-traditional (museums, zoos, public television access, public television broadcasts, etc.) educational institutions.</del></p> <p><u>DESIGNS DEVELOPMENTALLY APPROPRIATE LEARNING OPPORTUNITIES THAT APPLY TECHNOLOGY-ENHANCED INSTRUCTIONAL STRATEGIES AND PROVIDE ACCESS TO CURRICULUM TO SUPPORT THE DIVERSE NEEDS OF LEARNERS.</u></p> <p><u>APPLIES CURRENT RESEARCH ON TEACHING AND LEARNING WITH TECHNOLOGY.</u></p> <p><u>APPLIES MICHIGAN TECHNOLOGY STANDARDS AND BENCHMARKS WHEN PLANNING LEARNING ENVIRONMENTS AND EXPERIENCES.</u></p> <p><u>IDENTIFIES AND LOCATES TECHNOLOGY RESOURCES AND EVALUATES THEM FOR ACCURACY, EFFECTIVENESS, AND APPROPRIATENESS.</u></p> <p><u>PLANS FOR THE MANAGEMENT OF TECHNOLOGY RESOURCES WITHIN THE CONTEXT OF LEARNING ACTIVITIES.</u></p> <p><u>PLANS STRATEGIES TO MANAGE STUDENT LEARNING IN A TECHNOLOGY-ENHANCED ENVIRONMENT, INCLUDING STRATEGIES DESIGNED TO DETERMINE, ASSESS, AND MEET THE NEEDS OF EACH STUDENT.</u></p>

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
7.c.	<p>Demonstrate knowledge of uses of multi-media, hyper-media, telecommunications, and distance learning to support teaching/learning</p> <p><u>IMPLEMENT CURRICULUM PLANS THAT INCLUDE TECHNOLOGY-ENHANCED METHODS AND STRATEGIES TO MAXIMIZE STUDENT LEARNING;</u></p>	2	<p>Communicates electronically (e-mail, video systems, voice mail, etc.).</p> <p>Accesses, integrates, and/or transfers information between files.</p> <p>Produces presentations with video, sound, and graphics.</p> <p>Creates integrated electronic documents that incorporate information such as text, tables, graphs, drawings, diagrams, photos, videos, sounds, and active objects (simulations, spreadsheets, etc.).</p> <p>Installs and utilizes a variety of software packages on a multi-media computer system with peripheral devices.</p> <p>Operates equipment such as scanners, CD-ROMS, video cameras, calculators, personal digital assistants, digital cameras, and data collection devices.</p> <p>Demonstrates awareness of authoring software to produce multi-media lessons or presentations.</p> <p>Uses technology related to computers and technology appropriately in written and oral communications.</p> <p>Describes and implements basic trouble-shooting techniques for multimedia computer systems with related peripheral devices.</p> <p><u>FACILITATES TECHNOLOGY-ENHANCED EXPERIENCES THAT IMPROVE EDUCATIONAL OUTCOMES AND ARE ALIGNED TO THE STATE BOARD'S POLICY ON LEARNING EXPECTATIONS FOR MICHIGAN STUDENTS AND TO THE MICHIGAN CURRICULUM FRAMEWORK.</u></p> <p><u>USES TECHNOLOGY TO SUPPORT LEARNER-CENTERED STRATEGIES THAT ADDRESS THE DIVERSE AND INDIVIDUAL NEEDS OF ALL STUDENTS.</u></p> <p><u>APPLIES TECHNOLOGY TO DEVELOP STUDENTS' HIGHER ORDER SKILLS (LEARNING, CRITICAL THINKING, PROBLEM-SOLVING, SELF-DIRECTED AND COLLABORATIVE LEARNING, CREATION OF KNOWLEDGE, INQUIRY, AUTHENTIC BASED LEARNING, DATA COLLECTION, INFORMATION ANALYSIS AND MANAGEMENT, COMMUNICATIONS) AND CREATIVITY.</u></p> <p><u>MANAGES STUDENT LEARNING IN A TECHNOLOGY-ENHANCED ENVIRONMENT.</u></p>

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
7.d.	<p>Demonstrate knowledge about instructional management resources that assist in such activities as writing and updating curriculum; creating lesson plans and tests; and promoting, reinforcing, and organizing data regarding student performance.</p> <p><u>APPLY TECHNOLOGY TO FACILITATE A VARIETY OF EFFECTIVE ASSESSMENT AND EVALUATION STRATEGIES;</u></p>	2	<p><del>Uses information technology to organize information about student performance.</del></p> <p><del>Uses information technology to enhance communication with the community (e.g., utilizing public access TV, newsletters, voice mail, etc.).</del></p> <p><del>Creates lesson plans using technology.</del></p> <p><del>Evaluates and uses instructional software to foster student learning.</del></p> <p><del>Evaluates and uses instructional management and student data management tools.</del></p> <p><del>Demonstrates awareness of the technique of producing electronic portfolios for personal and student use.</del></p> <p><u>APPLIES TECHNOLOGY IN ASSESSING AND EVALUATING STUDENT ACHIEVEMENT AS IT RELATES TO THE STATE BOARD'S POLICY ON LEARNING EXPECTATIONS FOR MICHIGAN STUDENTS AND STUDENT LEARNING OF SUBJECT MATTER AS ALIGNED WITH THE MICHIGAN CURRICULUM FRAMEWORK USING A VARIETY OF ASSESSMENT TECHNIQUES.</u></p> <p><u>USES TECHNOLOGY RESOURCES TO COLLECT AND ANALYZE DATA, INTERPRET RESULTS, AND COMMUNICATE FINDINGS TO IMPROVE INSTRUCTIONAL PRACTICE AND MAXIMIZE STUDENT LEARNING.</u></p> <p><u>UNDERSTANDS THE USES OF TECHNOLOGY TO ASSESS THE PROFICIENCIES, STRENGTHS, AND CHALLENGES OF EACH STUDENT RECOGNIZING INDIVIDUAL AND DIVERSE NEEDS.</u></p> <p><u>APPLIES MULTIPLE METHODS OF ASSESSMENT AND EVALUATION TO DETERMINE STUDENTS' APPROPRIATE USES OF TECHNOLOGY RESOURCES FOR LEARNING, COMMUNICATION, AND PRODUCTIVITY.</u></p>

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
7.e.	<p>Use information technologies to support problem solving, data collection, information management, communications, presentations, and decision-making including word processing, database management, spreadsheets, and graphic utilities</p> <p><u>USE TECHNOLOGY TO ENHANCE PROFESSIONAL DEVELOPMENT, PRACTICE, AND PRODUCTIVITY; AND</u></p>	3	<p><del>Encourages and models student use of electronic communication such as e-mail, Internet, and World Wide Web sites.</del></p> <p><del>Helps students to utilize search engines to conduct efficient and strategic searches for specific information.</del></p> <p><del>Encourage students to create classroom and school publications and presentations using information technology.</del></p> <p><del>Encourage students to solve problems using information technology to collect, manage, use, present, and communicate information.</del></p> <p><u>USES TECHNOLOGY RESOURCES TO ENGAGE IN ONGOING PROFESSIONAL DEVELOPMENT AND LIFELONG LEARNING.</u></p> <p><u>CONTINUALLY EVALUATES AND REFLECTS ON PROFESSIONAL PRACTICE TO MAKE INFORMED DECISIONS REGARDING THE USE OF TECHNOLOGY IN SUPPORT OF STUDENT LEARNING.</u></p> <p><u>APPLIES TECHNOLOGY TO INCREASE PRODUCTIVITY IN PLANNING, TEACHING, AND MANAGEMENT.</u></p> <p><u>USES TECHNOLOGY TO COMMUNICATE AND COLLABORATE WITH PEERS, PARENTS, AND THE LARGER COMMUNITY IN ORDER TO NURTURE STUDENT LEARNING.</u></p>

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
7.f.	<p>Demonstrate knowledge of equitable, ethical, legal, social, physical, and psychological issues concerning use of information technology; and</p> <p><u>UNDERSTAND THE EQUITY, ETHICAL, LEGAL, SOCIAL, PHYSICAL, AND PSYCHOLOGICAL ISSUES SURROUNDING THE USE OF TECHNOLOGY IN P-12 SCHOOLS AND APPLY THAT UNDERSTANDING IN PRACTICE.</u></p>	3	<p>Evaluates resources available on the Internet and other media.</p> <p>Demonstrates an understanding of acceptable use policies.</p> <p>Demonstrates understanding of copyright and plagiarism issues.</p> <p>Demonstrates understanding of devices and techniques to control access to information.</p> <p>Responds with sensitivity to inequities in access to technology.</p> <p>Demonstrates an understanding of how individuals relate to and respond to technology.</p> <p>Demonstrates an understanding of privacy and lack of privacy issues in information technology.</p> <p>Demonstrates an understanding of when technological solutions are or are not appropriate.</p> <p>Demonstrates knowledge of uses of computers and technology in business, industry, and society.</p> <p>Designs student learning activities that foster equitable, ethical, and legal uses of technology by students.</p> <p><u>MODELS AND TEACHES LEGAL AND ETHICAL PRACTICE RELATED TO TECHNOLOGY USE.</u></p> <p><u>APPLIES TECHNOLOGY RESOURCES TO ENABLE AND EMPOWER LEARNERS WITH DIVERSE BACKGROUNDS, CHARACTERISTICS, AND ABILITIES.</u></p> <p><u>IDENTIFIES AND USES TECHNOLOGY RESOURCES THAT AFFIRM DIVERSITY.</u></p> <p><u>PROMOTES SAFE AND HEALTHY USE OF TECHNOLOGY RESOURCES.</u></p> <p><u>FACILITATES EQUITABLE ACCESS TO TECHNOLOGY RESOURCES FOR ALL STUDENTS.</u></p>

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
7.g	<u>Use information technology to enhance continuing professional development as an educator.</u>	2	<u>Participates in multiple forms of learning communities including list serves, bulletin boards, chat groups, news services, and virtual conferences.</u> <u>Identifies computer and related technology resources for facilitating lifelong learning and emerging roles of the learner and educator.</u>

Note: Text that is underlined and in capital letters indicates proposed changes from entry-level standards that were approved by the State Board of Education in July 1998.

## Teacher Preparation Institutions

Adrian College	Marygrove College
Albion College	Michigan State University
Alma College	Michigan Technological University
Andrews University	* Northern Michigan University
Aquinas College	* Oakland University
* Baker College	Olivet College
Calvin College	Rochester College
Central Michigan University	* Saginaw Valley State University
Concordia University	Siena Heights University
Cornerstone University	* Spring Arbor University
* Eastern Michigan University	St. Mary's College
* Ferris State University	University of Michigan – Ann Arbor
Finlandia University	* University of Michigan - Dearborn
Grand Valley State University	University of Michigan - Flint
Hillsdale College	University of Detroit Mercy
* Hope College	University of Phoenix
Kalamazoo College	* Wayne State University
Lake Superior State University	* Western Michigan University
* Madonna University	

(\* Indicates submission of a response)

## **Local and Intermediate School Districts**

Adrian Public Schools

Au Gres-Sims School District

Bad Axe Public Schools

Barry ISD

Battle Creek School District

Beaver Island Community Schools

Bullock Creek School District

Calhoun ISD

Casman Alternative Academy

Clinton County RESA

\* Davison Community Schools

David Ellis Academy

Deerfield Public Schools

Dove Academy of Detroit

Edison-Oakland Academy

Essexville-Hampton Public Schools

Fennville Public Schools

Fowler Public Schools

Garden City Public Schools

Gobles Public Schools

Gogebic-Ontonagon ISD

Grandville Public Schools

Homer Community Schools

Houghton Lake Community Schools

Ingham ISD

Kalamazoo RESA

Kingsley Area Schools

Kingston Community Schools

Laker Schools

Lewis Cass ISD

Marquette-Alger RESA

Mesick Consolidated Schools

Midland County ESA

Saginaw ISD

Sankore Marine Immersion High School Academy

South Arbor Charter School District

South Redford School District

Stanton Township Public Schools

Three Rivers Community Schools

Trenton Public Schools

White Cloud Public Schools

(\* Indicates submission of a response)

NOTE: Additional responses were received anonymously.